A DISCUSSION OF LITERATURE REVIEW FOCUSSING ON ESSENTIAL TEACHING COMPETENCIES

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ABSTRACT

A paramount factor in the teaching learning system is the teacher. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. This paper studies the contribution of various researchers towards the essential teaching competencies. The extensive study on literature review indicates that teaching competencies are very essential to bring the desired outcomes. This paper can thus be helpful for academic institution for recruitment, training and development and performance appraisal of teachers based on the essential competencies.

KEYWORDS: Teaching competencies, Education, Competencies

INTRODUCTION

A paramount factor in the teaching learning system is the teacher. A sound educational system requires constant updating and refinement in knowledge and skill of serving teachers and student teachers with befitting competencies and positive attitude towards profession.

NEED FOR NECESSARY TEACHER COMPETENCIES

The American Commission on Teacher Education rightly observes, *"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."*

The Ministry of Education document —Challenge of Education: A Policy Perspective (1985) has mentioned, —Teacher performance is the most crucial input in the field of education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

CHALLENGES IN TEACHER EDUCATION

Unprecedented expansion of teacher education institutions and programs during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programs like Operation Blackboard, District Primary Education Program, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there is a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity.

GOVERNMENT VIEWS ON REVIVING OF TEACHERS

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It is prompted by the Prime Minister's vision for India's development as Knowledge Society, the Planning Commission constituted a Vision 2020 Group to look into the various parameters of knowledge society which relate to knowledge as a base to create values to be shared through global networking. Faculty members of world- class competency have to be nurtured and recruited, retrained and retained to ensure maintenance of levels, standards and dynamism.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

DISCUSSION ON THE VARIOUS RESEARCHES CARRIED OUT ON TEACHING COMPETENCIES

In 1975 the Council on Teacher Education (COTE), identified 23 competencies which were grouped into 5 major categories namely communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills.

Sherry (1954) found that intelligence was most important to success in teaching. **Banerji (1956)** while observing the classroom behavior of successful teachers arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability and humor on the part of the teacher. **Dosajh (1956)** using teacher trainees as sample reported that imagination and maturity were indicative of success in the teaching profession. **Deva (1966)** reported that personality was the most Important and intelligence was the least important in predicting success in student teaching. **Debnath (1971)** found that knowledge of the Subject matter, academic qualifications, sympathetic attitude towards student mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency **Daivel & Rao (1968)** observed that a good teacher as viewed by the students teaches well, inspires good qualities in the students, re-teaches lesson when not understood, treats students alike without prejudice, tries to reform problem students and acts as a guide to the student. **Ojha (1969)** found that students perceived ten most characteristic qualities in successful teachers as generous, honest, forgiving, man of character, punctual, clear in expression, wise, scholar, friendly and well-wisher. **George (1975)** enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids (blackboards and illustrating material).**Passi and Lalitha (1976)** identified teaching competencies as Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills. **Maheshwari (1976)** observed the classroom verbal interaction pattern of effective and ineffective teachers and found that effective teacher involved in more creative teaching models. **Gupta (1976)** found that high effective teachers were more affectothymic, more intelligent, having more ego strength, more surgent, more self sentiment, less guilt prone and less radical. **Singh (1976)** reported that most prominent needs of superior teachers were nurturance, achievement, counteraction anti aggression. **Jain (1977)** reported that intelligence; creativity and interests were characteristically inter-related in promotion of proficiency of teaching**. Mann (1980)** established that more successful teachers in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment. **Balachandran (1981)** identified subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the student's progress and informal academic help. **Bhagoliwal (1982)** found that more effective teachers had a superior capacity for imaginative and original thinking. **Pachauri (1983)** found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further, less Intelligent, imaginative and trusted teachers with high aggression were better in teaching. **Tharyani (1986)** studied that intelligence and knowledge in their Subject areas was found to be the best predictors of teacher effectiveness. **Sharma & Kumar (1992)** reported Promoting pupil participation, Using teaching aids, Questioning and the least important were: Closure, Pacing the lesson and Set induction. Raju**, P.V.S.R. (1994)** found planning, presentation of lesson, closing, evaluation and managerial dimensions were the best predictors of teachers' teaching. **Callahan (1987)** explained intelligent, command of his subject, to communicate his subject to students, able to establish and reach objectives, uses method effectively, varies instruction to hold student interest and to allow for individual differences, understands and likes students, able to motivate students, accurately appraise student readiness

for learning, plans effectively and has an effective teaching personality. **Bennett (1988)** identified thoroughly conversant with the subject matter; be skilled in diagnosis of children's understanding and misconceptions, To differentiate curriculum in relation to the range of pupil attainment, To be skilled in task design and choice of tasks whose intellectual demands are appropriate to each child capabilities, To portray curriculum in representations adequate to each child, To organize classroom settings conducive to high pupil involvement, monitor a variety of classroom events simultaneously and act accordingly, create and maintain good social relationships and relate and work with parents. **Hollingsworth (1989)** in their studies revealed that in the perception of pre-service teacher's content, knowledge and ability to communicate form the foundation of good teaching. **Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013),** explained in terms of Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern For Standard & Achievement, Being open & receptive, Panning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting.

CONCLUSION

Teaching is a great profession and teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. The extensive study on literature review indicates that teaching competencies are very essential to bring the desired outcomes. But, the literature review indicates various competencies by different studies. It is thus imperative to list all the competencies together and get an opinion from the teachers at educational institutions. In summary, the purpose of identifying competencies is to provide a well-trained workforce that will work for organizational goals effectively and efficiently.

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